

## Spann Elementary

901 John McKissick Way  
Summerville, South Carolina 29483

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	783 Students	
<b>Principal</b>	Charles D. Stoudenmire	843-873-3050
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Bufort "Bo" Blanton	843-873-8454

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	51	24	1	0

### IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Good	Good	Yes

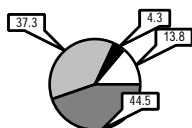
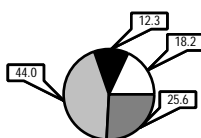
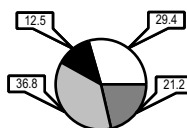
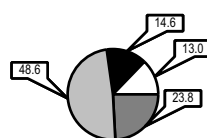
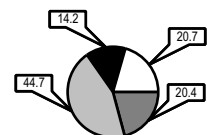
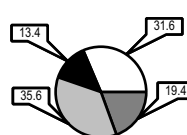
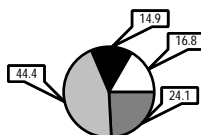
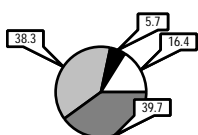
**DEFINITIONS OF SCHOOL RATING TERMS**





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	419	100.0	13.8	37.3	44.5	4.3	59.1	Yes	Yes
<b>Gender</b>									
Male	212	100.0	18.0	42.0	36.0	4.0	50.5		
Female	207	100.0	9.4	32.5	53.4	4.7	68.1		
<b>Racial/Ethnic Group</b>									
White	272	100.0	8.6	35.0	49.8	6.6	66.5	Yes	Yes
African American	118	100.0	21.8	42.7	35.5	0.0	43.6	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	47.1	29.4	23.5	0.0	41.2	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	368	100.0	11.6	34.9	48.8	4.7	63.7		
Disabled	51	100.0	29.8	55.3	12.8	2.1	25.5	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	419	100.0	13.8	37.3	44.5	4.3	59.1		
<b>English Proficiency</b>									
Limited English Proficient	15	100.0	63.6	18.2	18.2	0.0	18.2	I/S	I/S
Non-Limited English Proficient	404	100.0	12.4	37.9	45.3	4.5	60.3		
<b>Socio-Economic Status</b>									
Subsidized meals	181	100.0	23.5	45.8	28.9	1.8	40.4	Yes	Yes
Full-pay meals	238	100.0	6.7	31.1	56.0	6.2	72.9		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	419	100.0	18.2	44.0	25.6	12.3	57.5	Yes	Yes
<b>Gender</b>									
Male	212	100.0	22.5	35.0	26.0	16.5	59.0		
Female	207	100.0	13.6	53.4	25.1	7.9	56.0		
<b>Racial/Ethnic Group</b>									
White	272	100.0	12.1	42.4	30.4	15.2	66.5	Yes	Yes
African American	118	100.0	32.7	45.5	17.3	4.5	39.1	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	23.5	64.7	0.0	11.8	29.4	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	368	100.0	15.1	44.2	27.0	13.7	61.3		
Disabled	51	100.0	40.4	42.6	14.9	2.1	29.8	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	419	100.0	18.2	44.0	25.6	12.3	57.5		
<b>English Proficiency</b>									
Limited English Proficient	15	100.0	36.4	54.5	0.0	9.1	36.4	I/S	I/S
Non-Limited English Proficient	404	100.0	17.6	43.7	26.3	12.4	58.2		
<b>Socio-Economic Status</b>									
Subsidized meals	181	100.0	32.5	44.0	17.5	6.0	41.0	Yes	Yes
Full-pay meals	238	100.0	7.6	44.0	31.6	16.9	69.8		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	419	100.0	29.4	36.8	21.2	12.5	33.8
<b>Gender</b>							
Male	212	100.0	28.0	33.5	22.5	16.0	38.5
Female	207	100.0	30.9	40.3	19.9	8.9	28.8
<b>Racial/Ethnic Group</b>							
White	272	100.0	19.5	39.7	24.5	16.3	40.9
African American	118	100.0	50.0	30.9	16.4	2.7	19.1
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	58.8	17.6	11.8	11.8	23.5
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	368	100.0	26.7	37.5	22.4	13.4	35.8
Disabled	51	100.0	48.9	31.9	12.8	6.4	19.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	419	100.0	29.4	36.8	21.2	12.5	33.8
<b>English Proficiency</b>							
Limited English Proficient	15	100.0	72.7	27.3	0.0	0.0	0.0
Non-Limited English Proficient	404	100.0	28.2	37.1	21.8	12.9	34.7
<b>Socio-Economic Status</b>							
Subsidized meals	181	100.0	45.2	34.3	14.5	6.0	20.5
Full-pay meals	238	100.0	17.8	38.7	26.2	17.3	43.6

<b>Social Studies</b>							
All Students	419	100.0	13.0	48.6	23.8	14.6	38.4
<b>Gender</b>							
Male	212	100.0	14.0	42.5	25.0	18.5	43.5
Female	207	100.0	12.0	55.0	22.5	10.5	33.0
<b>Racial/Ethnic Group</b>							
White	272	100.0	8.2	45.5	26.5	19.8	46.3
African American	118	100.0	20.9	57.3	18.2	3.6	21.8
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	29.4	47.1	17.6	5.9	23.5
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	368	100.0	10.2	48.5	25.3	16.0	41.3
Disabled	51	100.0	34.0	48.9	12.8	4.3	17.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	419	100.0	13.0	48.6	23.8	14.6	38.4
<b>English Proficiency</b>							
Limited English Proficient	15	100.0	36.4	45.5	9.1	9.1	18.2
Non-Limited English Proficient	404	100.0	12.4	48.7	24.2	14.7	38.9
<b>Socio-Economic Status</b>							
Subsidized meals	181	100.0	21.7	54.8	18.7	4.8	23.5
Full-pay meals	238	100.0	6.7	44.0	27.6	21.8	49.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	138	100.0	10.4	22.2	55.6	11.9	67.4
	4	128	100.0	20.0	43.2	35.2	1.6	36.8
	5	140	100.0	19.3	53.3	23.7	3.7	27.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	144	100.0	7.7	30.0	54.6	7.7	62.3
	4	143	100.0	16.3	37.8	43.0	3.0	45.9
	5	132	100.0	17.5	44.4	35.7	2.4	38.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	138	100.0	9.6	59.3	23.0	8.1	31.1
	4	128	100.0	19.2	47.2	19.2	14.4	33.6
	5	140	100.0	24.4	45.9	17.8	11.9	29.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	144	100.0	11.5	57.7	25.4	5.4	30.8
	4	143	100.0	25.9	31.1	26.7	16.3	43.0
	5	132	100.0	16.7	43.7	24.6	15.1	39.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	144	100.0	36.9	44.6	16.9	1.5	18.5
	4	143	100.0	28.1	34.1	19.3	18.5	37.8
	5	132	100.0	23.0	31.7	27.8	17.5	45.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	144	100.0	6.9	51.5	23.8	17.7	41.5
	4	143	100.0	13.3	45.2	25.2	16.3	41.5
	5	132	100.0	19.0	49.2	22.2	9.5	31.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 783)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.3%	100.0%	100.0%
Retention rate	1.7%	Up from 1.1%	2.5%	3.0%
Attendance rate	96.2%	Down from 97.2%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.4%	Down from 1.7%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.2%	Down from 1.7%	2.8%	3.2%
Eligible for gifted and talented	18.6%	Down from 21.1%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.5%	Down from 5.9%	7.9%	8.2%
Older than usual for grade	0.5%	Up from 0.1%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 54)</b>				
Teachers with advanced degrees	42.6%	Up from 40.7%	52.8%	52.6%
Continuing contract teachers	94.4%	Up from 83.3%	84.6%	83.3%
Highly qualified teachers	86.3%	Down from 91.5%	93.6%	93.5%
Teachers with emergency or provisional certificates	4.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	84.1%	Up from 82.0%	89.5%	87.0%
Teacher attendance rate	95.2%	Up from 94.0%	94.9%	95.0%
Average teacher salary	\$39,520	Up 2.9%	\$42,566	\$41,703
Prof. development days/teacher	9.5 days	Down from 10.2 days	12.6 days	12.8 days
<b>School</b>				
Principal's years at school	13.0	No change	5.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	No change	19.5 to 1	18.8 to 1
Prime instructional time	90.0%	Up from 89.4%	90.0%	89.8%
Dollars spent per pupil*	\$5,966	Down 1.2%	\$5,865	\$6,242
Percent of expenditures for teacher salaries*	60.0%	Down from 61.7%	66.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Spann Elementary School, a Palmetto's Finest and a Red Carpet School, is located in historical Summerville, SC. Spann had an enrollment of 829 for the 2004-05. There were 65 certified faculty members and 41 full-time and part-time classified personnel. The school's principal was recognized statewide and nationally for his exemplary administrative leadership. He received the William B. Harley and the National Distinguished Principal awards. The school received the highest accreditation status of "All Clear" from both of its accreditation agencies, the South Carolina Department of Education and the Southern Association of Colleges and Schools

The school continued its focus on the implementation of its five-year comprehensive literacy plan. The district's five-component literacy model was fully implemented into the English language arts curriculum. The literacy library exceeded 3,000 book sets. The media center culled over 1,000 outdated books and was able to replace all of them with new additions. This updated our book collection to the recommended average publishing date. The school is still pursuing its single title book volume goal of 1,500 per classroom. Presently each classroom has approximately 500 single title volumes. The Accelerated Learning Time on Saturdays provided extended learning for those children who were not making adequate progress at the end of each nine weeks. The PTA increased its efforts to get more parents and teachers actively involved in their functions. The "Barnyard Bash," the "Family Spring Jubilee," "Spic and Spann" days and the "PTA Program Nights" were some of the key events that helped Spann's PTA to exceed all expectations for parent and teacher involvement.

Spann's sustained professional learning efforts continued in order to enhance teacher competency. The district trained all teachers in grades K-5 and school administrators on the implementation of the district's five-component literacy model. At the school level, teachers participated in study groups that brought dialogue and conversation about "best practice" teaching strategies. Sustained professional learning addressing "best practice" teaching strategies and running records assessment strategies were provided to fifth grade teachers. Fifth grade teachers continued to use curriculum calibration information to insure grade level instruction.

Spann's challenges for the 2005-06 school year are (1) closing the achievement gap of socio-economical, racial and gender divides, (2) the obsolete technology systems in the classrooms, lab and administrative area and (3) continuing to research "best practice" teaching strategies for the at-risk learners. The first challenge will be addressed by having a planned sustained profession learning on "Closing the Achievement Gap." The technology challenge will begin by installing an infrastructure system that will support "state of the art" technology equipment and programs. At-risk readers will be enriched by the implementation of the Read 180 Scholastic Reading Program.

Our mission for every child, "to provide each child with the opportunity to meet his/her academic, social and emotional needs," guides the schools instructional focus. At Spann, we truly believe that " A Quality Education Will Spann a Lifetime."

Charles D. Stoudenmire, Principal  
Libby Hearn, SIC, Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	52	127	94
Percent satisfied with learning environment	92.3%	91.3%	92.4%
Percent satisfied with social and physical environment	94.1%	93.6%	90.4%
Percent satisfied with school-home relations	86.5%	94.3%	79.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.